

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

5	Elementary schools (includes K-8)
2	Middle/Junior high schools
1	High schools
	K-12 schools
8	TOTAL

2. District Per Pupil Expenditure: 14054

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	51	47	98	7			0
1	50	42	92	8			0
2	65	55	120	9			0
3	46	58	104	10			0
4	51	58	109	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							523

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 17 % Asian
 3 % Black or African American
 3 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 77 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1.	450
(5)	Total transferred students in row (3) divided by total students in row (4).	0.089
(6)	Amount in row (5) multiplied by 100.	8.889

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 23

Number of languages represented: 8

Specify languages:

Albanian, Arabic, Chinese, German, Korean, Spanish, Telugu, Vietnamese

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 32

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>1</u>
Special resource teachers/specialists	<u>15</u>	<u>7</u>
Paraprofessionals	<u>12</u>	<u>1</u>
Support staff	<u>6</u>	<u>10</u>
Total number	<u>57</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	97%	97%	96%	97%	96%
Teacher turnover rate	6%	7%	18%	16%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher Turnover rates over 12% are attributable to numerous staff retirements from staff members who had been in the school district for their entire careers, as well as several resignations or transfers to other district buildings.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

“When I walk into the school lobby, I feel like I am walking into a big hug!” exclaimed the parent of a student at Devon Elementary School. That sentiment is precisely what the staff and community want everyone who enters its doors to feel. The colors, the art, and the welcoming smiles intertwine with the school-wide rhythmic beat of learning to invite one into the child-focused atmosphere. For over fifty years Devon has been a very special place because of its people... little people and big people... who contribute to its upbeat and positive spirit.

Located in the western suburbs of Philadelphia, Devon’s students come from as near as one block away and as far away as India. Many of the school’s families moved into the community to attend the schools; graduates of the school system often move back to raise their families. A growing number of English Language Learners have come to Devon and these families’ backgrounds and cultures have strengthened the fabric of the total school community. Recently, the school has experienced a dramatic increase in student enrollment, now at 523, which is a gain of over 180 students in the past seven years. However, despite its growth, the school staff consciously works to provide a climate where everyone is treated as family and nurtured within a “small school” atmosphere.

Devon’s mission, as well as that of the Tredyffrin/Easttown School District, is to inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student. The program focuses on the education of the whole child while preparing students to become productive members of a diverse community. Using current research and best practices, as well as state and national standards as guidelines, the program strives to differentiate instruction to meet each student’s individual needs. This is accomplished through a strong curriculum and collaborative staff planning.

At Devon, there is a serious focus on learning, on effort, and particularly on each child achieving his or her personal best. There is a strong emphasis on assessing, diagnosing, and monitoring academic progress from day one. Intensive early intervention programs, including the Kindergarten BRIDGE program, the Reading and Math Support programs, and the Summer Reading Camp are examples of regular education programs designed and implemented to support all children in acquiring early literacy and mathematical skills.

Student success in academics is facilitated through a “positive” school climate that is woven into Devon’s daily program and life. Each week everyone in the school recites the “Devon Pledge” aloud, essentially committing each child to being a caring and responsible individual. School-wide monthly character traits are taught, discussed, written about, and reinforced. The *Promoting Alternative Thinking Skills* (PATHS) program facilitates a systemic way for teachers to teach interpersonal and problem solving skills in class meetings. The Olweus Anti-Bullying program equips each child with the tools to feel safe and secure within the school and community. Devon’s unique mentoring program pairs up selected individual students with a volunteer staff member, so that every child who would benefit has an adult mentor with whom to relate on a personal level.

There is a broad range of parent participation that supports, enhances, and enriches Devon’s program and mission. One key example of parents’ valuable contributions to the educational program is the cultural arts experiences provided by the Devon P.T.O. These enriching experiences are brought to students through presentations and hands-on workshops, such as *A Day in the Life of a Soldier* in which fourth grade students travel back to the Revolutionary War period led by Valley Forge National Park volunteers, or the third grade *Beeman* program which brings the science of the honeybee hive to life. Additionally, each May, *Arts Express Week* has a particular theme - this year it will be theater - in which artists and performers come into Devon and immerse students in the highlighted art form.

In the past, Devon Elementary School was featured in *Philadelphia Magazine* as an outstanding elementary school and most recently was awarded as a 2008-09 and 2009-10 *Pennsylvania Distinguished Title I School Award* winner for school-wide mathematics and reading success. The staff and community continually focus on what is best for its children, the most important characteristic of a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

To ensure the goal of developing individual maximum potential, participation in the Pennsylvania State System of School Assessment (PSSA) is one way Devon monitors student learning and achievement. The PSSA is a standards based criterion referenced assessment used to measure a student's performance in relationship to the Pennsylvania Academic Standards for Reading and Mathematics. Student results are grouped in four categories based on their test results. These categories include: Advanced, Proficient, Basic and Below Basic. Advanced scores indicate superior academic performance with an in-depth understanding of skills. Proficient levels reflect satisfactory academic performance indicating a solid understanding and adequate display of skills. Basic level reflects marginal performance with a partial understanding and limited display of skills. Finally, Below Basic level reflects inadequate academic performance with little or no understanding of skills. For further information go to [http://www.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment_\(pssa\)/8757](http://www.state.pa.us/portal/server.pt/community/pennsylvania_system_of_school_assessment_(pssa)/8757)

During the past five years, the percentage of Proficient/Advanced math scores has remained consistent, fluctuating between 94 and 100 percent. Overall, reading scores have shown a steady rise. Reading scores in the third grade have risen from 87% Proficient/Advanced in 2004-05 to 96% Proficient/Advanced in 2007-08 and 2008-09. Scores for special education students have steadily increased in third grade, with improvements from 58% in 2006-07 to 93% Proficient/Advanced in 2008-09. Fourth grade scores almost mirror the growth seen in third grade since 2005-06. Due to the strong test scores, Devon has been awarded the Distinguished Title I School Award in Math for the year 2008-09 and the Distinguished Title I School Award in Reading for 2009-10. These awards are given to the schools that are among the top 25 performers in Pennsylvania based on the percentage of students scoring Advanced/Proficient in the All Students category of the PSSA.

Test score growth is attributable to several factors. Teachers have become more knowledgeable with the standards and the language of the test. The analysis of grade level weaknesses has led teachers to include additional direct instruction and to spiral that instruction to obtain student mastery of skills. The district has also increased concentration on critical thinking skills which can translate into the ability to apply higher level thinking within a testing format. While Devon continues to concentrate on developing a life-long love of literature, instruction in test taking as a skill set has also been added to the curriculum.

All new students arriving at Devon are administered an Informal Reading Inventory by the reading specialist and a district math objective test by the math specialist to assist in placement. After looking at Home Language Surveys, the ESL teacher administers the W-APT to determine if students need ESL class. Additional comprehensive assessments are administered when necessary by the reading and math specialist.

Additional non-state mandated assessments are utilized during the school year to determine instructional goals. All Devon students participate in benchmark assessments in phonological awareness, fluency, comprehension, and spelling. Three times a year, kindergarten students are administered a district kindergarten screening which incorporates language arts, math, and perceptual skills. In the fall, a district early literacy assessment based on the work of Marie Clay is administered to identified first grade students. In grades one through four, the DIBELS assessments are utilized for phonological awareness and oral reading fluency. The spelling assessment is based on the Houghton Mifflin spelling series adopted by the district. In second grade, comprehension is assessed through the use of the AimsWeb MAZE test. Third and fourth grade comprehension is monitored through the use of the 4Sight Test, which has the ability to predict achievement on the state PSSA. Responses are analyzed within the reporting categories of the PSSA. Additionally, students in grades two through four participate in the CTP4 ERB Standardized Tests in math and reading.

All of the assessments which are used are valuable for monitoring student progress and planning for instruction.

2. Using Assessment Results:

A hallmark of instructional practice is the use of data driven instruction. A thorough understanding of students' skills enables strong instructional programs that make a difference. The staff's ability to gather and utilize data using multiple criteria has become essential in developing student potential. Through in-house professional development, our teachers have increased their skills in evaluating students for fluency, comprehension, and accuracy.

A district data warehouse and building data spreadsheets are created by classroom teachers, the reading specialist, and the district literacy intervention specialist. Multiple assessments are listed on these spreadsheets, including the PSSA and CTP4 standardized tests along with district benchmark tests for phonological awareness, fluency, accuracy, and comprehension. These spreadsheets may be viewed to determine grade level, classroom, and individual patterns. A team approach is used to analyze this data and to target students in need of ESL, intervention, or enrichment opportunities. The school level Support Intervention Team and members of Grade Level Teams meet weekly and use results to determine professional development needs, program effectiveness, and individual student progress.

Analysis of the 4Sight and the PSSA test results has enabled the Devon staff to adapt its programs. For example, in math, increased attention has been given to geometry and measurement. Review of reporting categories in reading has highlighted the need to purchase materials and further develop direct instruction of non-fiction reading. Realizing a weakness existed in writing open ended responses to reading, third grade teachers developed specific literacy stations and fourth grade teachers initiated a reader's response notebook using a rubric. Analysis of the science standards and PSSA science results led to the restructuring of several units of study, such as ecosystems, weathering, and erosion.

Data that has been collected has been used to monitor individual growth and to determine interventions. The assessments have been an effective tool for review of student progress during parent-teacher conferences. They have also provided opportunities for communication among regular education teachers, special education teachers, and support staff members – including gifted education, reading support, speech and language, guidance, and math support. Students demonstrating the need for support beyond the school day can qualify for the After School Homework Club where they receive assistance from its teachers.

All in all, Devon teachers know their students well.

3. Communicating Assessment Results:

Communication begins as soon as a child enters our doors and continues throughout their time at Devon. It is vital to communicate information about school programs, curriculum, and successes as well as student performance and assessment data.

During our fall Curriculum Nights, parents are informed about curriculum, new school initiatives and testing schedules. Each grade level has also developed a Weekly Report that goes home with the child every Friday. This tool is used as weekly communication to the parents with regards to their child's work habits and progress.

Our children receive three report cards each year, and parent-teacher conferences are held in the fall and spring. The conferences are scheduled to include day and evening times, and interpreters are available if needed. Teachers are very flexible in their availability to meet with the parents before and after school. At these meetings, results of benchmark tests and state tests are shared and explained. There are ongoing opportunities for communication via phone calls, email, and the district and school website.

Grade level newsletters address activities and instructional strategies. Our Devon Dispatch informs parents of test schedules and offers ideas on how to better prepare their children for the tests. The Dispatch also includes news on new initiatives, technology, and tips from the reading specialist and guidance counselor. Our district television station, T/E TV, is also a source of news and updates for the school community. Standardized test results are published in the local newspapers. Opportunities are available to discuss test results by making appointments with the classroom teacher, guidance counselor, or reading specialist.

There is a high level of communication among the professionals in our school. Data and assessments are discussed at team meetings and faculty meetings. This discussion further facilitates the identification of students who could benefit from extra support. Parents of these students receive personal phone calls and increased communication throughout the year. Fall meetings are held to explain the assessments and criteria for placement. Parents are given suggestions on how to support their child at home.

Our focus at Devon is on each individual child. We hold high expectations for all our students and strive to help everyone reach their potential and be successful. This is accomplished through teamwork among our Devon staff members and on-going communication with our parents and community.

4. **Sharing Success:**

Teaching togetherness and teamwork is the motto of the original school song which Devon students sing each week. Just as students learn to work together, Devon's faculty is a team that collaborates. Devon's staff shares school information with staff, parents/guardians, district schools, and the community.

Devon Elementary School takes pride in its success. Teachers share research, best teaching practices, and testing data at team meetings and at monthly faculty meetings. Many Devon teachers participate in the School District's Alternative Assessment Program which allows teachers to pursue and research an area of academic interest. Throughout the year, teachers collaborate, brainstorm, and share resources with colleagues.

Parents are kept up to date with school activities. The Devon Dispatch, a bi-weekly school newsletter, features grade-level curriculum, parenting resources, and School Board Updates. Upon entering the building, families view photos of children actively engaged in classroom activities on the lobby TV. Classroom programs are taped and can be viewed on T/E TV news, the local cable channel. Devon's webpage provides a comprehensive overview of the school.

Piloting new programs, visitations, publications, and membership on numerous committees keep teachers informed about educational programs throughout the district. Teachers from district elementary schools visit Devon to learn about our programs. Currently, the PATHS (Promoting Alternative Thinking Strategies) curriculum is being used in all T/E elementary schools, after being successfully piloted at Devon. T/E's Language Arts Supervisor publishes a newsletter which highlights new initiatives in the district. At District Standing Committee meetings, Devon teachers review Language Arts, Math, Science, and Social Studies curriculum. Teachers on the Advisory Council for Specialized Student Instruction discuss the impact of state and federal regulations regarding IEPs, GIEPs, and ELLs. Devon teachers help design professional development programs that support teachers in meeting the needs of all students.

Teachers are proud to share teaching methods and curriculum with the community. At Tredyffrin/Easttown School Board meetings, teachers present curriculum highlights. Devon students are recognized for their participation in community-service projects at these same meetings. Devon teachers have opportunities to collaborate with teachers from the county at the Chester County Reading Association meetings. Local colleges and universities place student-teachers at Devon. *TE Insight*, a newsletter available on T/E's website, keeps the community informed of the latest district accomplishments and initiatives.

Devon Elementary School welcomes parents/guardians throughout the year to visit and assist in the classrooms. Sharing with colleagues and community is an integral part of teaching at Devon Elementary School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students in Grades 1 through 4 are assigned to a Core class. Core time is the majority of a student's day in which all subjects other than math are taught. In all settings, subject areas are meaningfully integrated. The design of integration can include independent, small group, whole classroom, or grade level instructional activities. Core classes are designed to include students of more than one achievement level.

The language arts curriculum includes reading, writing, spelling, and oral communication. This instruction provides for whole group and small group opportunities as well as time for independent practice. Reading instruction is an organized, sequential program that follows a balanced approach and uses a wide variety of quality literature. With the Houghton Mifflin basal reader at its core, classrooms also have opportunities to incorporate literature circles and leveled libraries to enrich the students' reading experience. Independent reading allows students the time to become engaged in reading at their independent level, as well as building each child's reading confidence.

The math curriculum is based on a set of clearly defined objectives that are aligned with state standards. Student progress is continually assessed and students may be regrouped for instruction within the grade level. Major concepts include: numbers and operations, measurement, rational numbers, geometry, decimals, graphing, number theory and probability. These concepts are developed through a balanced use of manipulative materials, various text-based instruction and technology. Mathematics is an important subject and Devon's teachers are dedicated to preparing every student to meet the challenges and demands of the future.

At the elementary school level, the science curriculum is delivered with an emphasis on laboratory-based experiences. Science is described in greater detail in part V section 3.

The social studies curriculum for kindergarten through grade four is designed to promote children's understanding of cultural diversity and their place in the global community. Students are encouraged to explore key questions: Who Am I? Who Am I in the World? Who Am I in Time? Who Am I in My State? Who Am I in My Country? In order to enhance social studies concepts, connections are made through the use of real literature, writing, science, math, technology and the arts.

The health curriculum for kindergarten through fourth grade is divided into four basic areas of study incorporating knowledge and the development of attitudes and behaviors. These areas include: safety, drug and alcohol awareness, family life, and care of the body.

Applied Technology classes offer students an opportunity to interact with multimedia in our well-equipped computer lab using a wide variety of software. The curriculum is based on a process, rather than a product approach. Additionally, computer laptops are available to be brought into the core classroom to reinforce and extend classroom instruction.

The art program includes experiences designed to exercise and strengthen the student's ability to perceive, appreciate, perform and criticize. Provisions have been made for each student to be involved in both two-dimensional and three-dimensional materials, computer technology and to gain understanding of our visual heritage.

The library is the bright and lively center of the school with a collection of over 20,000 books, periodicals, student-published books, and reference materials. All teachers encourage extensive free and voluntary reading by the children. Children come to the library during both fixed and flexible times as the curriculum dictates. The children have teacher-supervised access to the Internet as well as the Pennsylvania Online World of Electronic Resources.

Music instruction includes listening, singing, performing, moving, reading, and creating music. Through these activities, students learn the major elements of music. Opportunities are also available for students to participate in chorus, band, and orchestra.

Physical Education is an integral part of the curriculum and contributes to the well being of students. Activities are designed to meet the physical, social, emotional and intellectual needs of children. Good citizenship and good sportsmanship are emphasized throughout the grade levels. Additionally, an After School Sports program is offered to students in grades two through four.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Creating critical, lifelong readers is the core of the reading philosophy of Devon Elementary. Utilizing the District's Language Arts Learning Competencies as the framework, the balanced literacy program provides opportunities for students to become purposeful, active readers. The Houghton Mifflin Basal Program is the mainstay of daily instruction. This program provides a consistent level of instruction incorporating the Pennsylvania State Standards and reflecting the District's Learning Competencies of reading comprehension, investigating language patterns, speaking and writing, study skills, and research skills. Current best practices are incorporated into classroom instruction: literacy work stations, classroom leveled libraries, literature circles, teacher read alouds, independent research, and technology. Recently, the Compass Learning Odyssey technology program has been piloted in first grade with successful results. Vocabulary development has also been a focus, both within the district and in our building, with a goal of presenting vocabulary instruction in an engaging and in-depth manner.

Differentiated instruction occurs naturally within the program. Instruction is presented within whole class, small group, and individual venues. Using multiple assessments and classroom teacher observations, classes are carefully designed with a range of levels. Each classroom has several reading groups and a leveled basal is used during the guided reading block. Opportunities are included to utilize leveled literature libraries and an English Language Learner component of the basal. Guided by on-going assessment, the use of these multi-leveled instructional groups provides teachers the flexibility to move students between groups as necessary.

Students needing additional support may receive supplemental instruction within our extensive support program, providing several tiers of remediation. Beginning in kindergarten, students may receive small group support with a reading para-professional. Students needing more intense intervention may be seen by the reading specialist in a small group or individually. Multi-sensory sequential programs and strategy instruction are designed with individual needs in mind. More frequent progress monitoring provides for further individualization. Continued support is also provided for these students through the District's Summer Reading Camp. This camp also includes our English Language Learners and special education students. In an effort to provide a strong foundation for all students, pre-school students who are about to enter kindergarten are screened and invited to attend the summer camp, where readiness activities are the focus.

3. Additional Curriculum Area:

The science curriculum is an inquiry-based program delivered with an emphasis on laboratory experiences. Using the STC (Science and Technology for Children) program, children develop a strong foundation in the scientific process. The emphasis is on designing experiments, making scientific observations, collecting data using the proper tools and techniques, making hypotheses, and drawing conclusions.

A unique quality of this program is the hands-on lab approach within the school science room. A paraprofessional works closely with the classroom teacher to ensure that the necessary materials for science instruction are set up ahead of time in the science lab. Students work in small groups or with a partner in a setting where they learn to collaborate with others. The children use critical thinking skills to interpret the data that they personally collect. The students are not only learning to use the scientific method, but are learning to apply problem-solving skills that will extend to other areas.

The science room is equipped with a SMART board that enables the teacher to incorporate technology in the lessons. Experiment procedures and results can be displayed on the SMART board and are used to share data and facilitate discussions. A multi-sensory approach helps to meet the needs and learning styles of a wide range of learners.

While there are class periods in the schedule designated specifically for science classes in the lab, there are also opportunities for the integration of science content in the regular classroom. Examples of materials that may be used are the Super Science magazine, National Geographic readers, and Bookflix, a technology-based program, as well as materials from the school library.

The content of our science program has been periodically reviewed and revised to ensure that the units align with state standards. The hands-on science program strives to stimulate curiosity and foster creativity. The students gain a fundamental knowledge that will serve as a basis for further development. Learning to collaborate with others and use critical thinking skills are experiences that support our district philosophy of preparing our students to be lifelong learners.

4. Instructional Methods:

The staff at Devon Elementary School is committed to providing a positive and successful learning experience for every child who walks through the door. Teachers utilize a variety of instructional strategies that are research based and linked to Pennsylvania standards, so all children can access the curriculum. Instruction is customized to maximize student performance through flexible grouping. Teachers differentiate their lessons based on students' strengths and needs through the use of whole and small group instruction. Manipulatives and hands-on activities give students concrete examples through tactile experiences. Literacy Work Stations motivate and engage students as they practice and extend the curriculum. Students can also practice and master skills in a safe environment during independent work time. Tiered instruction is utilized to provide remediation in reading. Students also have opportunities to develop research, inquiry, and presentation skills as they pursue relevant and interesting subjects. The reading and math specialists support classroom teachers by co-teaching to reinforce skills and stretch curriculum. Ongoing assessments help teachers plan instruction and implement support services to ensure student success. Walk into any classroom at Devon to see engaging lessons that address various learning styles.

Technology is an integral part of the educational experience at Devon. Learning comes alive as teachers and students use the SMART board to introduce concepts through interactive experiences. Mac laptops are available for student projects and curriculum extensions. Study Island, a web based program, is used to practice and assess skill development. Technology is integrated into classroom listening centers through the use of iPods, with downloaded stories.

Weekly meetings are held with the reading specialist, math specialist, guidance counselor, support teachers, special area teachers, learning support teachers, and core teachers to discuss student performance and to make modifications as needed. Teachers also collaborate to integrate curriculum across special area classes. By working together, teachers at Devon are able to provide appropriate accommodations for all students to ensure student success.

Teachers implement high level thinking skills into each lesson, which is another opportunity for students to analyze their learning, explain their thinking, and promote their overall understanding. In the Challenge program, gifted students extend the curriculum and their learning experience. The school psychologist assesses students to identify their needs and plan appropriate instruction. Teachers also collaborate with special education teachers, speech and language teachers, occupational therapists, and other support personnel to develop instructional strategies that best serve the children's individual needs. Students at Devon are well equipped with a "tool box" of skills to enhance their academic achievement and personal growth.

5. Professional Development:

Tredyffrin/Easttown School District is committed to improving student achievement and offers many staff development opportunities. New teachers are part of a district-wide induction program that includes mentoring and in-service training. Mentors are also available to all professional staff in the areas of creativity, differentiated instruction, and technology. These mentors have been trained to incorporate these areas into instruction and they work with other teachers to spread these instructional strategies into the classrooms.

The District's Staff Development Advisory Council oversees the development of District in-service programs to support the district's strategic plan. Through GESA and diversity training, teachers learned to evaluate their practices from different perspectives to ensure that all students receive the same opportunities in class. Staff

members also received training on how to incorporate higher level thinking skills to increase learning and improve student achievement. Standing committees, made up of teachers, are developed for each subject area. These committees meet to discuss ways to improve curriculum and also to review possible changes in programs. Summer workshop opportunities give teachers the chance to share strategies they are using, to discuss ways to improve instructional practices, and to alter curriculum as appropriate.

Teachers stay up to date on methods, programs, and materials to enhance instruction. In the Alternative Assessment program, tenured teachers pursue an educational area of interest that is beneficial to their students and work to establish and accomplish this goal. The district encourages teachers to take graduate level courses and pursue advanced degrees. In these courses, teachers learn about recent research and strategies to improve instruction. By earning further degrees, teachers ensure that they remain highly qualified and prepared to teach the children in their classes.

Staff development continues at the building level in a variety of ways. Devon staff members have read common professional books on current educational topics. Monthly faculty meetings are held to explain special education laws, review assessment scores, and create school wide goals. Grade level teams meet with special area and support teachers every week to discuss student progress and to determine appropriate accommodations. These weekly meetings allow teachers to collaborate and improve student learning opportunities. The principal at Devon encourages and supports the staff and teachers to feel safe to try new strategies. All staff members at Devon are committed to expanding their own professional background to impact student achievement.

6. School Leadership:

Devon Elementary School achieves success because of the collaborative teamwork of the administration, faculty, staff, and parents. Every adult who works with the students of Devon plays a key role in guiding and supporting students to reach their individual potential.

Within the framework established for team organization, the principal has the role of instructional leader for the school. The ultimate responsibility for the effectiveness of the instructional program lies with the principal who ensures a safe, orderly, balanced, and sequential program for the entire school.

The principal leads the Instructional Cabinet made up of facilitators from each grade level as well as special area and support area teachers. This cabinet serves as an avenue to share important information and to promote open communication between faculty members across the school. Other responsibilities include the coordination of team activities and facilitating the coordination, planning, and implementation of interdisciplinary units.

The Instructional Cabinet facilitators, in turn, meet with their individual teams weekly. The teams participate in all phases of the instructional program, sharing ideas and materials with all faculty members. Grade level teams constantly communicate and collaborate with both the support area and special area teachers. Meetings are periodically devoted to monitoring student progress and achievement.

In addition, Devon holds weekly S.I.T. (Support Intervention Team) meetings with the principal, learning support teachers, speech and language teacher, reading specialist, school psychologist, and math support teacher to monitor students across the school. Classroom teachers are invited to share information to help the team make the best decisions possible for each student.

At Devon all staff members have a vital role in contributing to student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2005-2009 Publisher: Pennsylvania Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	95	99	94	95	96
% Advanced	56	70	54	78	65
Number of students tested	104	67	84	77	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	86	100	83	81	100
% Advanced	43	55	33	50	50
Number of students tested	14	11	12	16	12
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100		91		90
% Advanced	69		64		60
Number of students tested	16		11		10

Notes:

6. Largest Other Subgroup is Asian

Subject: Reading

Grade: 3 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2005-2009 Publisher: Pennsylvania Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	96	96	92	88	87
Advanced	42	45	37	58	50
Number of students tested	104	67	84	77	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	93	82	58	69	75
Advanced	14	18	0	25	33
Number of students tested	14	11	12	16	12
5. Limited English Proficient Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient/Advanced	100		91		90
Advanced	31		55		50
Number of students tested	16		11		10

Notes:

6. Largest Other Subgroup is Asian

Subject: Mathematics

Grade: 4 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2006-2009 Publisher: Pennsylvania Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	98	98	95	94	
Advanced	83	75	74	57	
Number of students tested	65	87	78	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	91	90	75	77	
Advanced	55	50	42	46	
Number of students tested	11	10	12	13	
5. Limited English Proficient Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient/Advanced	100	100		100	
Advanced	82	90		50	
Number of students tested	11	10		10	

Notes:

6. Largest Other Subgroup is Asian

No PSSA Testing in Grade 4 in 2004-05

Subject: Reading

Grade: 4 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2006-2009 Publisher: Pennsylvania Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Mar	Mar	
SCHOOL SCORES					
Proficient/Advanced	97	90	94	86	
Advanced	66	55	64	49	
Number of students tested	64	87	78	81	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced	82	60	67	61	
Advanced	36	0	0	23	
Number of students tested	11	10	12	13	
5. Limited English Proficient Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Proficient/Advanced	100	100		90	
Advanced	64	70		50	
Number of students tested	11	10		10	

Notes:

6. Largest Other Subgroup is Asian

No PSSA Testing for Grade 4 in 2004-05